

Berry Public School Annual School Report 2014



Principal's Message

2014 was an extraordinary year full of individual and team excellence at Berry Public School. The commitment of our teachers coupled with the outstanding support and partnerships with our parents and community allowed us to deliver a broad range of unique and outstanding learning opportunities for our students.

Our students experienced success in a broad range of academic, sporting, social and cultural arenas. We have done so in "The Berry Way", which reflects the positive culture of care, respect and enrichment that is highly valued and continually recognised by those who come into contact with our students. Whilst maintaining excellence, we have continued to strategically innovate to improve our teaching and learning practices to develop more independent, creative and technologically capable students.

In 2014 we enhanced the student voice at our school by engaging in the pilot of the 'Tell Them From Me' student wellbeing survey. The positive feedback from our students was truly outstanding. Our contributions to the pilot will also have state-wide significance.

Our teachers also participated in the pilot of the 'Focus on Learning Survey' to identify our strengths and areas for improvement in teaching, learning and leadership. We also participated in the Nationally Consistent Collection of Data on school students with disability (NCCD) project to enhance personalised learning and support for students with additional educational needs at our school.

Our involvement in the Shoalhaven River Learning Community has strengthened our capacity to deliver outstanding professional learning opportunities to our teachers, executive and aspiring leaders. The partnership culminated in a combined Staff Development Day Conference which received overwhelming positive feedback from over 400 participants from 19 schools.

2014 also served as a transition year as we closed out a 3 year strategic planning cycle and engaged in intensive consultation, planning and data analysis to underpin the development of a new strategic plan.

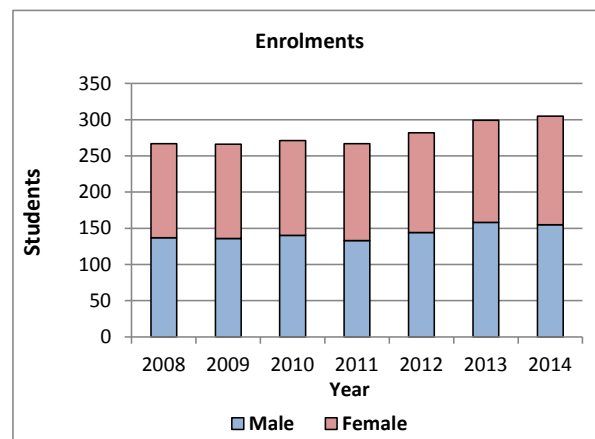
School context statement

Berry Public School has an enrolment of 305 students and is located approximately two hours south of Sydney in the rural and picturesque township of Berry. Our school is the hub of a caring and supportive community with a highly involved and proactive Parents and Citizen's Association. We are committed to maintaining our culture of care, respect and enrichment by providing a safe and secure environment through the promotion of personal growth and developing confidence and self-esteem, school pride, and self-responsibility. High expectations and achievements, enhanced by extension and support programs, excellent resources and the latest technologies, allow our students to pursue their individual capacities. There is an emphasis on outstanding academic, sporting, cultural and creative and practical arts programs through a rich and diverse curriculum.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile



The student enrolment profile continues to demonstrate a steadily increasing enrolment trend.

Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	92.9	95.3	94.7	93.7	96.1	96.3
	1	91.2	93.3	93.2	95.2	94.7	94.9
	2	94.0	93.6	91.3	93.6	95.8	95.9
	3	92.6	94.8	93.5	93.9	95.0	96.0
	4	95.0	93.4	93.2	95.4	94.2	94.7
	5	92.7	94.8	93.3	94.8	95.1	95.5
	6	93.4	94.7	91.9	95.2	94.9	95.1
	Total	93.1	94.2	93.0	94.5	95.2	95.5
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

Our school has seen an improved student attendance profile in 2014. The student attendance profile was above state average.

Student non-attendance is managed in partnership with parents and the Home-School Liaison Officer. Daily attendance is monitored both by classroom teachers and administration staff. The Principal is informed about non-attendance issues as they arise. The school regularly provides information to parents about legislation and department policies in regards to attendance.

Parents and Citizens Association Message

For the Berry Public School P & C, 2014 has been a year of planning and considering options, as the results of previous the years fundraising efforts have bolstered the Association's bank accounts and stirred the dreams of the parent and teacher group as plans for our library redevelopment, imagination playground and other projects have developed over the course of the year.

It has been a year of continued success. Both our events and P & C meetings have continued to provide a significant forum for parents to interact and receive communications from school about a range of issues concerning our children's education.

I wish to thank the members of the Executive team who have kept the P & C on track this year. Lucie Stanford has continued her many years of service in the Secretary position, and brought those years of corporate memory as a key input to our decisions.

Fiona Piggott, as Vice President has brought the combined experience of parent and professional educator to our group. Alison Mackinnon, as Vice President has brought her business acumen and commitment to the Class Parent Program.

Rene Arnold, as treasurer, has brought simplified reporting and attention to detail to our financial records. Jo Jorgenson, as Canteen Coordinator continues to bring her unbridled enthusiasm and drive to make "Berry Bites" the best primary school canteen in NSW. Jo's award as the P & C Federation "Parent of the Year" is a just recognition for her vision and being the force behind the cook book project

Fundraising

This year we continued with our fundraising, to build upon the endowment we have been "gifted" from the Cook Book.

I acknowledge the long list of parents and citizens who contribute to making each of these events the successes that they are. I also note the extraordinary personal efforts that go into these events, and the support of an array of business donations that are all part of the "community partnership" we have established here at Berry Public School.

Four very successful events were undertaken:

- The Walka-fun-athon in Term 1 – led by Clare Leslie and Deb Searle.
- The Direct Giving Drive in Term 2.
- Our Locavore Night in Term 3 – with a team led by Cath Phillpott.
- The Fete in Term 4.

The P & C is conscious of those efforts, and believes that those efforts will show much fruit in the coming months as some of our planned for projects move into their "shovel ready" phase. A recognition of the efforts that these events require, and the extraordinary quality of the work of the cook book team, has been our recent decision to purchase 3,000 further copies, which we believe will supply a regular income stream

for the organization throughout the next twelve months.

P&C Direct Contribution to the school

The P & C exists for two key reasons:

- To be a direct consultation link between teachers and parents, and
- To assist with the improvement of the school wherever we can.

To that end, one of the most rewarding parts of being involved with the P&C is being able to assist the school in achieving its “Wish List” which provides huge benefits to our kids. This year we have provided a contribution of over \$40,000 to the school.

This recurrent funding ensures the school is able to continue with a number of enriching programs. Programs such as “Paint Pot”, Band and Ensemble, and the employment of additional staff to provide for tailored learning programs for a large number of students are funding through this donation. They are a key part of our contribution to learning environment of the school, and cannot be provided via the current Departmental funding provided to the school.

A number of long term, large scale projects are “on the drawing board”. As they are completed, they will provide a lasting school benefit legacy. Those projects are:

- Library redevelopment
- Soft fall under the play equipment and renewing the sandpit
- Completing the imagination playground, and
- Levelling the large oval to create a home ground at Berry for our often successful sporting teams.

Our support of programs like enrichment days, paint pot, and band and ensemble broaden the educational experience of our kids, to the broader betterment of our entire community.

School Safety

Our continuing lobbying and the assistance of other community groups resulted in the completion of a footpath along the complete length of Clarence Street in early 2014. We are continuing to lobby for further improvements to the street scape of Clarence Street. Together with our new “flashing light” school zone signs, and our principal’s work on school bus routes and changes to bus zones on Clarence Street, will all contribute to improved safety for our students.

Canteen

Our Blueberry Bites Canteen continues to flourish under our talented Canteen Sub-committee. Thanks must go to Sharon and John Thomson and our Coordinator – Sarah Brown. Our canteen has become an example of “best practice” for schools throughout the region and beyond. The hard work and dedication of the team has resulted in another sustainable profit this year. This would not have been possible without the dedicated group of volunteers who give their time to help regularly with the canteen.

Uniform Shop

Nicole Ison and a group of volunteers have done a great job ensuring parents can keep their kids looking smart in their uniforms year round. Nicole will be handing over the role in the coming months.

School Principal and Staff

Bob Willetts commitment to consultation with parents through the P & C, to discussions with the Executive and his thoughtful preparation for our meetings, has continued during this year.

On behalf of the Executive, I thank you Bob and your team of educators for their commitment to the P & C, and in particular to our fundraising events throughout this year.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.04
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0.2
School Administrative & Support Staff	2.822
Total	18.162

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

6% of the school workforce identify as being Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	67%
Postgraduate	33%

Professional learning and teacher accreditation

Berry Public School invests heavily in professional learning. From 2013 to 2014 we increased our investment in professional learning by 192%.

Professional learning experiences included training focused on:

Mandatory Department training;

Literacy and Numeracy;

Leadership and Coaching;

Personalised learning and support for students with additional educational needs;

Integration of technology;

National Curriculum implementation;

In 2014 we also were fortunate to participate in a teacher exchange program and host Mrs Lorraine Perry while Mr Burney experienced teaching in Canada.

Beginning Teachers

In 2014 our school had one beginning teacher appointed through a central appointment. Beginning teachers receive additional release from face to face teaching time and are assigned a teacher mentor.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	329988.69
Global funds	163775.65
Tied funds	88032.56
School & community sources	141741.10
Interest	8089.46
Trust receipts	23433.80
Canteen	0.00
Total income	755061.26
Expenditure	
Teaching & learning	
Key learning areas	57419.64
Excursions	35067.18
Extracurricular dissections	77836.97
Library	9420.33
Training & development	12379.03
Tied funds	130406.33
Casual relief teachers	37967.42
Administration & office	48189.48
School-operated canteen	0.00
Utilities	29506.38
Maintenance	14592.47
Trust accounts	18006.76
Capital programs	48774.45
Total expenditure	519566.44
Balance carried forward	235494.82

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the school parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

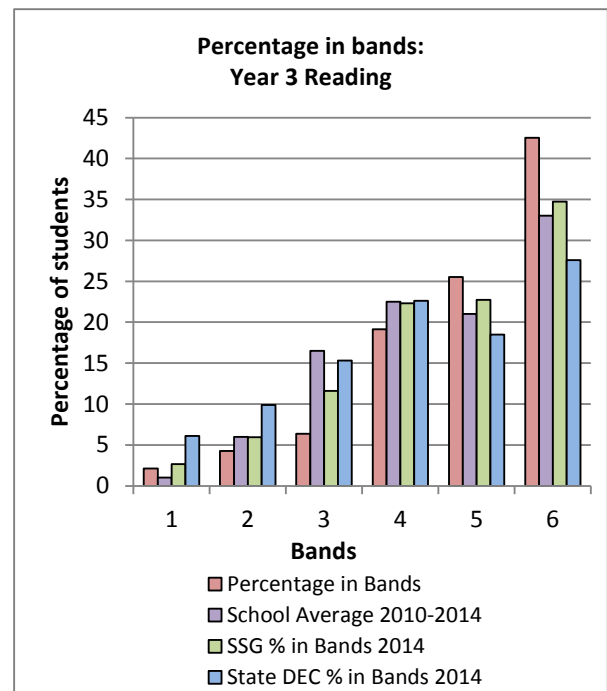
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

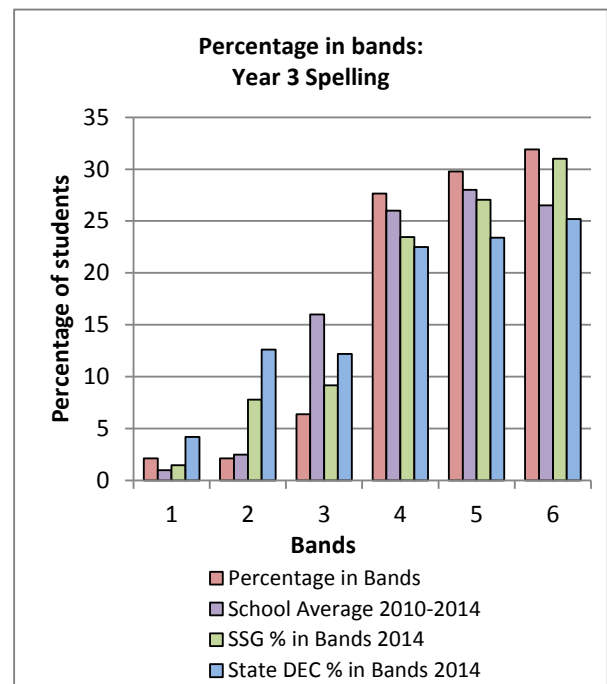
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In the Year 3 NAPLAN literacy testing results, Berry students performed ahead of the state mean in all areas of Literacy: Writing, Punctuation and Grammar, Reading and Spelling. We have reached our 2014 target to achieve at or above the state mean for Reading. These areas will continue to be a school priority in 2015 together with Writing, Grammar and Punctuation to retain our school Literacy growth.

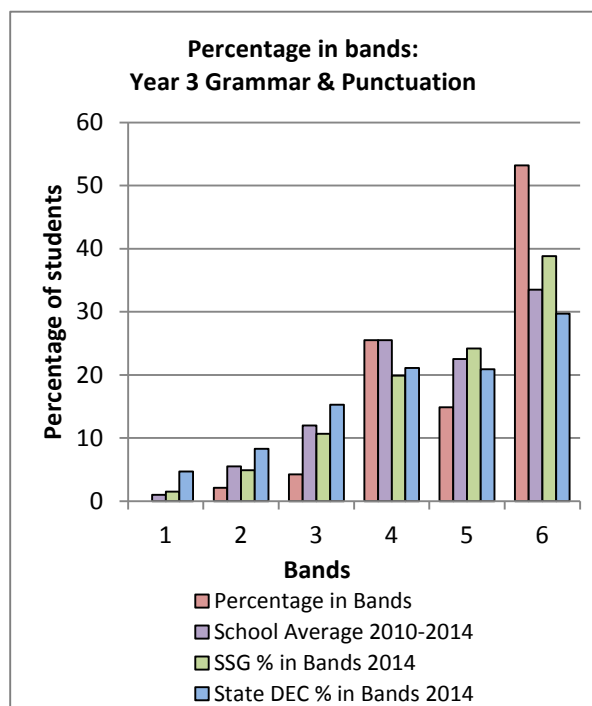


The state average (all) for Reading was 423.3 and the school average was 464.2. In Reading 87.2% of our student performed in the top 3 Bands compared to 72.2% of the state. 2.1% of students were in Band 1 as compared to 4.9% of the state. There were 42.6% of our students in the top band, Band 6 compared to the state 29.7%.

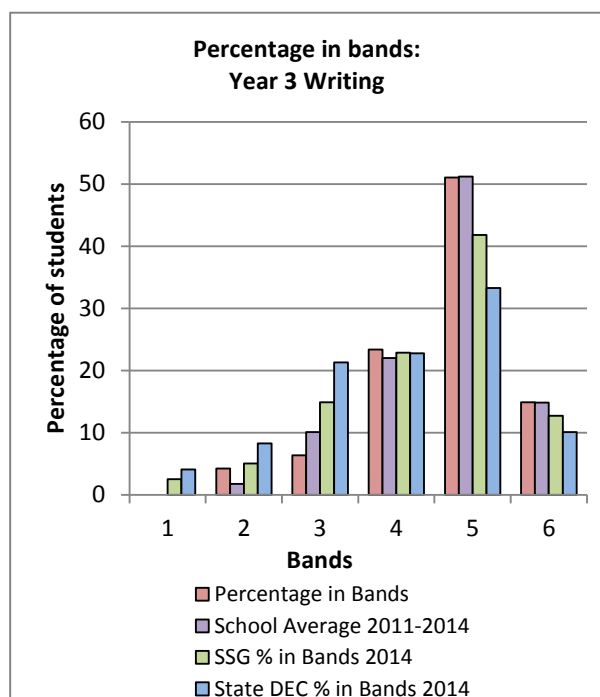


The state average for Spelling was 423.9 and the school average was 448.4. In Spelling 89.4% of our students performed in the top 3 Bands compared to 73.6% of the state. 4.2% of students were placed in the bottom two Bands compared to 14.6% of the state. Spelling skills remain a high

priority in our school plan in 2015 to continue the upward trend in results.



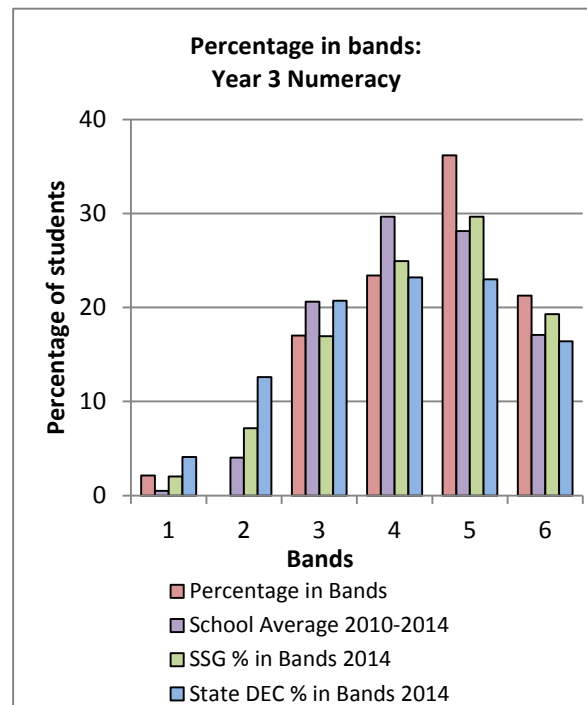
The state average for Grammar and Punctuation was 436.0 and the school average was 447.4. In Grammar and Punctuation, 93.6% of our students performed in the top 3 Bands compared to 75.2% of the state. 2.1% of students were in Bands 1 and 2 as compared to 10.8% of the state.



The state average for Writing was 409.0 and the school average was 440.8. In Writing 89.4% of

our students performed in the top 3 Bands compared to 70.3% of the state. 4.3% of students were in the bottom 2 Bands as compared to 10.4% of the state.

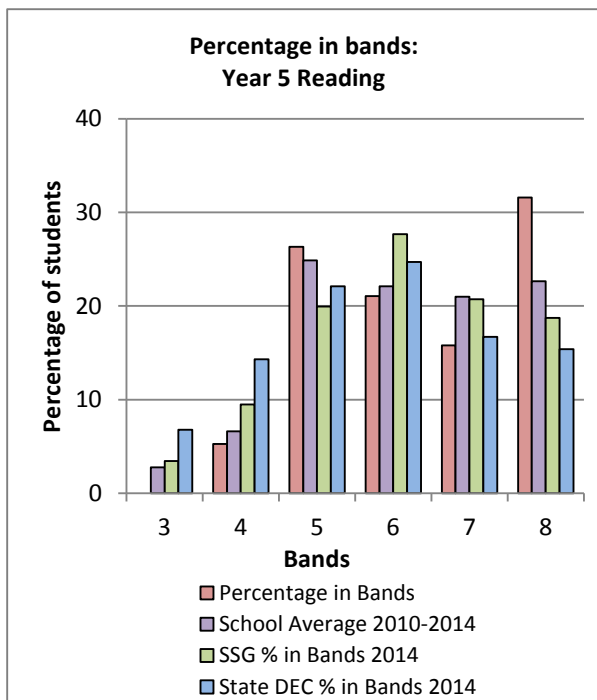
NAPLAN Year 3 - Numeracy



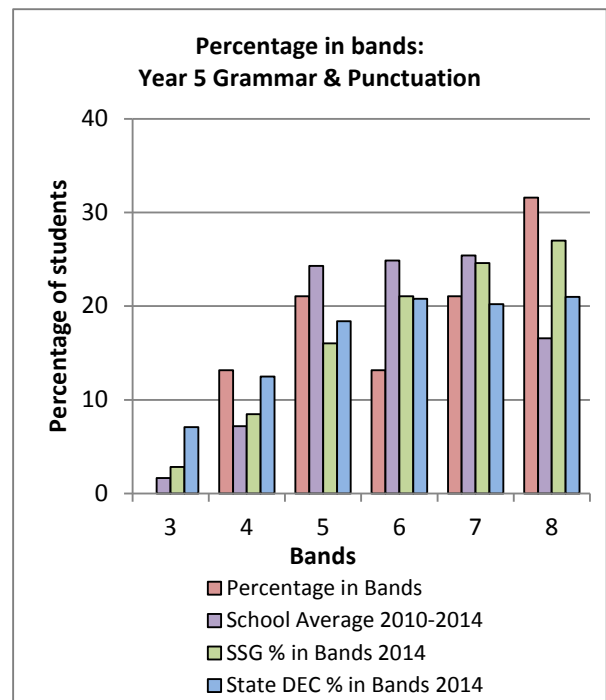
The state (all) average for Numeracy was 407.9 and the school average was 435.3. In Numeracy, 80.9% of our students performed in the top 3 Bands compared to 62.6% of the state (all). 2.1% of students were placed in Band 1 and 2 as compared to 14.3% of the state (all).

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

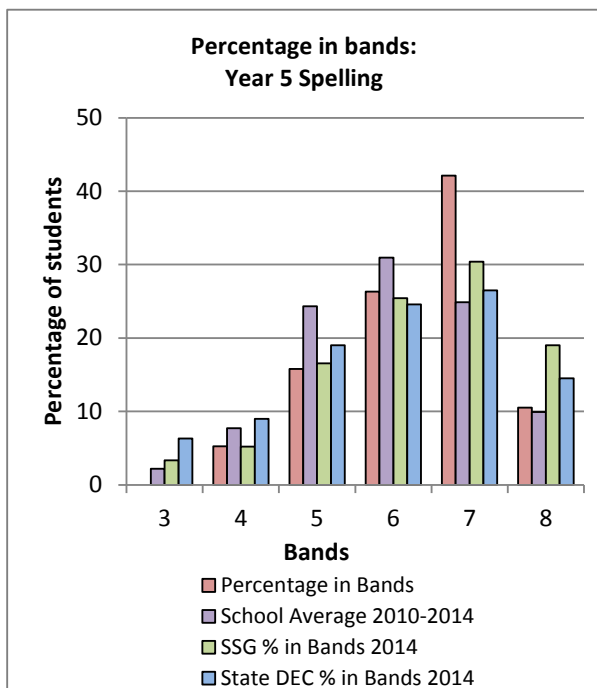
In the Year 5 NAPLAN Literacy testing results, Berry students performed ahead of the state mean in all areas of literacy; Writing, Punctuation and Grammar, Reading and Spelling. We have reached our 2014 target to achieve at or above the state mean for Reading and Writing. These areas will continue to be a school priority in 2015 together with Spelling, Grammar and Punctuation to retain our school Literacy growth.



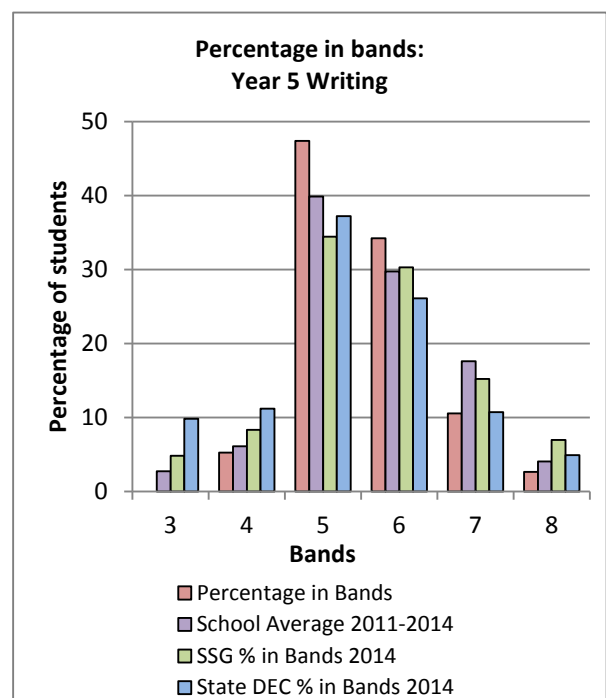
The state average (all) for Reading was 504.7 and the school average was 544.0. In Reading 68.5% of our students performed in the top 3 Bands compared to 60.9% of the state. 53% were in Bands 3 and 4 as compared to 17.8% of the state.



The state average for Grammar and Punctuation was 512.4 and the school average was 533.9. In Grammar and Punctuation, 65.9% of our students performed in the top 3 Bands compared to 66% of the state. 13.2% of students were in Bands 3 and 4 as compared to 16.5% of the state.

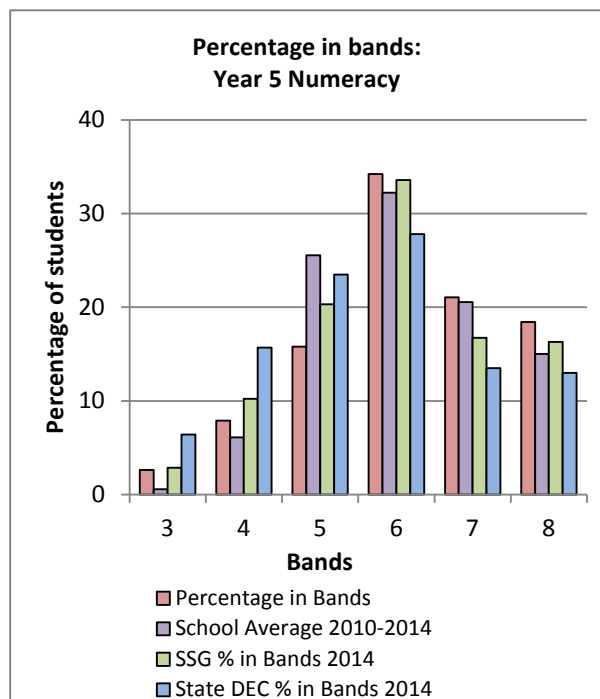


The state average (all) for Spelling was 507.1 and the school average was 519.8. In Spelling 78.9% of our students performed in the top 3 Bands compared to 68.4% of the state. 5.3% of students were placed in the bottom two Bands compared to 13.3% of the state.



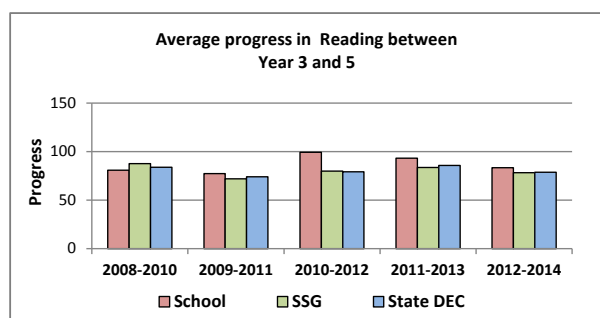
The state average for Writing was 474.0 and the school average was 485.2. In Writing 47.3% of our students performed in the top 3 Bands compared to 45.9% of the state. 5.3% students were in the bottom 2 Bands as compared to 17.5% of the state. The development of writing skills remains a high priority.

NAPLAN Year 5 - Numeracy

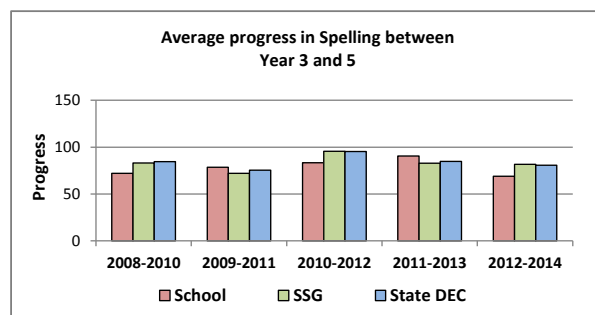


The state (all) average for Numeracy was 494.3 and the school average was 507.4. In Numeracy, 73.7% of our students performed in the top 3 Bands compared to 58.3% of the state (all). 10.5% of students were in Bands 3 and 4 as compared to 18.9% of the state (all).

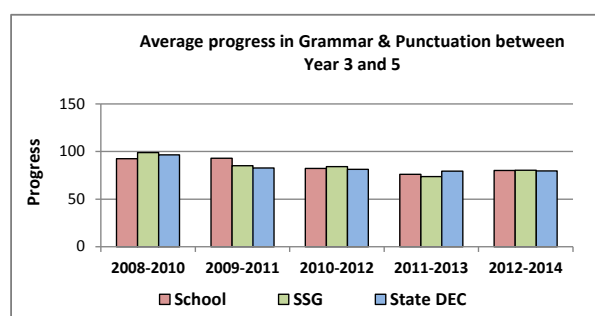
Progress from Year 3 to Year 5.



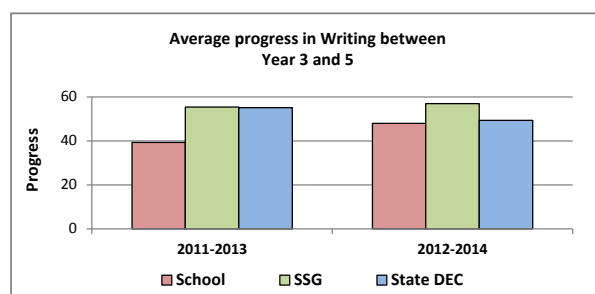
Our overall growth from Year 3 to Year 5 in Reading was 4.9 points above the state growth, with Year 5 boys (15 students), being 13.6 growth points above the state average.



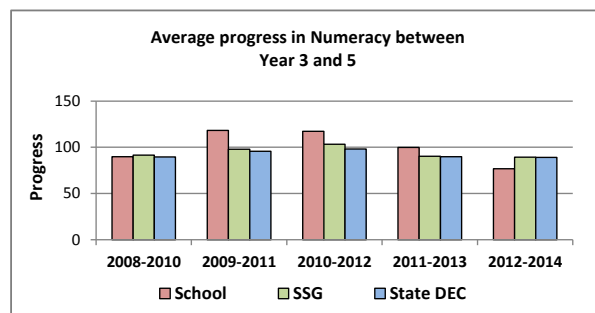
Average growth in Spelling was 68.9 compared to 79.4 for the state (all).



Average growth in Grammar and Punctuation was 80.2 compared to 78.2 for the state (all).



Average growth in Writing was 48.0 compared to 49.7 for the state (all) although sentence structure, punctuation and grammar showed good development at or above state growth levels.

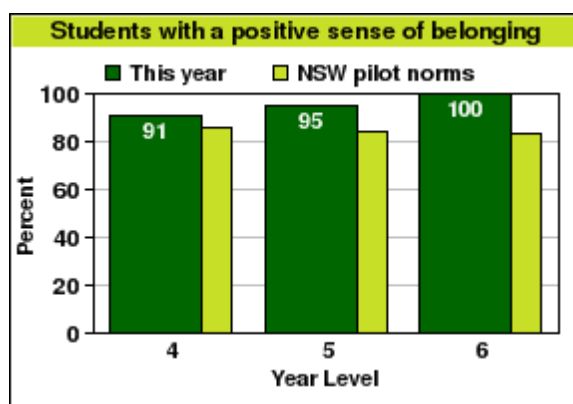


Average growth in Numeracy was 76.7 compared to 89.1 for the state.

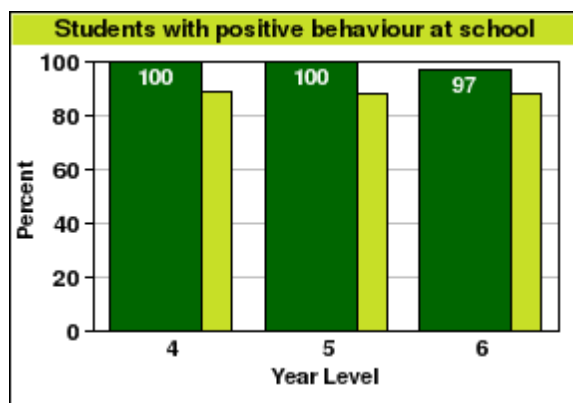
Other achievements

Enhanced Student Voice- Tell Them From Me Survey

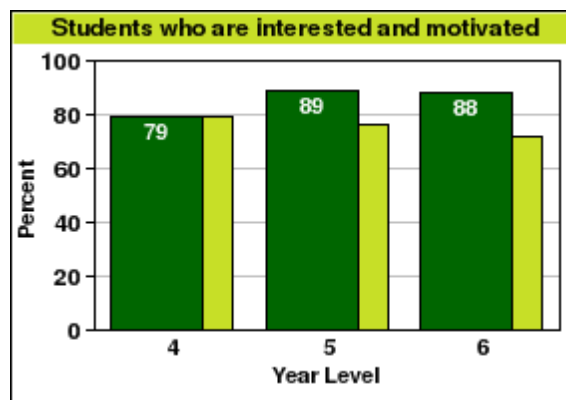
In 2014 Berry Public School participated in a statewide pilot of a student voice survey. The Tell Them From Me student survey asks questions about factors that are known to affect academic achievement and other outcomes. It aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights at the school and system levels. The focus of this NSW pilot project is on student wellbeing, engagement and effective teaching practices. Examples of the data collected are presented below.



96% of students in this school had a high sense of belonging; the NSW pilot norm for these years is 84%.



In this school, 99% of students had positive behaviour; the NSW pilot norm for these years is 88%.



86% of students in this school were interested and motivated; the NSW pilot norm for these years is 76%.

Quality Teaching - Focus On Learning Survey

In 2014 Berry Public School Teachers also participated in the NSW pilot of the Focus on Learning Survey. The survey is a self-evaluation tool for teachers and schools which is based on research paradigms that have identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. Although only in the pilot phase, the staff have used the data to inform improved procedures and practices in the areas of; Leadership, Collaboration, Learning Culture, Data informs practice, Teaching Strategies, Technology, Inclusive School, Parent Involvement.

Significant programs and initiatives – policy

Aboriginal education

Approximately 1% of students at Berry Public School identify as Aboriginal. These are provided with Individual Learning Plans in line with department policy. Aboriginal perspectives were taught in every classroom with particular emphasis in HSIE programs.



Multicultural education and anti-racism

5% of the student population identify as being from a language background other than English.

The school has an Anti-Racism Contact Officer in place to monitor school policies, procedures and practices.

Multicultural Education and perspectives are integrated into all class programs. We have zero tolerance in the school's anti-bullying and discipline procedures towards any form of racist behaviour.

Additionally, students' awareness of and knowledge about multiculturalism was treated through the following activities:

The Year 5 country study on Botswana was presented to the Country Women's Assoc.

The visiting Musica Viva program focused on a range of music and their origins.

Significant programs and initiatives – equity funding

Aboriginal background

Our school received \$1274 in equity finding to support students from an Aboriginal Background. The funding was used to provide addition time for the Learning and Support Teacher to assist teachers in the development of personalised learning plans for Aboriginal students.

Socio-economic background

Our school received \$9082 in equity finding to support students from low socio-economic backgrounds. The funding was used to provide addition time for the Learning and Support Teacher to enhance improve learning outcomes

by assisting teachers in the development of personalised learning plans in consultation with parents.

Other significant programs and initiatives

Community Partnerships

In 2014 one of our Parents Jo Jorgensen received a NSW Public Schools Parent of The Year Award which once again highlighted the outstanding partnership we have with our parents. Berry Public School is a recognised Centre For Excellence in community partnerships and in 2014 we continued to be actively involved and make significant contributions in a wide range of community events. We also enhanced our partnerships with parents in school programs to improve the capacity of parents to support learning outcomes at home. The engagement of parents also brought school programs to life through wonderful shared learning activities and excursions. In 2014 the inaugural 'Berry Pop' popular culture weekend was launched at our school and will long be remembered for the presence of Batman in an authentic Bat Mobile.



Student Leadership

Student's Representative Council (SRC)

The SRC was active in 2014. School Captains and Vice Captains, and Year 6 students who vied for Captain formed the Executive of the SRC. Senior students were given roles of President, Secretary, Treasurer and Publicity Officer. It was their job to manage meetings. Two student class representatives were selected by their peers from Year 2 to Year 6 and this formed the Council. The SRC organised an Easter Hat Parade and "Eggstravaganza", supported Jeans for Genes Day and hosted a visit by the Tour de Cure who made a generous donation to the SRC. Senior SRC

members also assisted with the directing of school assemblies and helped with school events.

The School Captains and Vice Captains participated in the GRIP Student Leadership Development program in Wollongong.

Berry Book Club

Jan Turbill (PhD. F.A.C.E.), our academic partner from the University of Wollongong, has been leading Book Club for the past several years with the aim of increasing children's passion and confidence as readers and writers and develop an awareness of 'reading like a writer'.

This year Book Club has operated in the 4/5S and 5/6Mc classrooms as part of their literacy program. This means that all students have been able to participate in the program.

There are three ability based Book Clubs. Each Book Club has been divided into 4 groups, each with a student leader. The students discuss aspects of their required reading as well as produce pieces of writing that mirrors aspects of the studied text.

A recent student survey revealed that the majority of students loved Book Club. They enjoyed reading and considered themselves to be capable readers. They also enjoyed writing and most felt that they were good writers. Most students liked the novels selected for them. They particularly enjoyed the lessons provided for them around reading and composing poetry.

One Year 5 student summed it up"I just wanted to say....Book Club is very important to me."

Road Safety Bike Education

In Term 2 students from Stage 2 were involved in a bike day at school. Students were asked to bring in their bikes or scooters to take part in group activities. Shoalhaven Council's Road Safety Officer, Kathy Wiseman was involved in the day bringing the road safety trailer and creating a mini roadway on our top cola area with traffic signs and pathways created.

The students were divided into three activity groups and were rotated around the different activities after an initial whole group input on safety, equipment and road rules. The activities were:

- A ride around the local area using the pathways that have now been created around the school. Parents were involved in this activity to aid with safety when crossing roads and emphasising road rules that had been learnt.
- Mini-roadway in the top playground, with signs and lines. Students having to obey rules to stay on the roadway.
- Class activity using the interactive whiteboard to view bike safety DVDs. There was also a bike helmet design competition to complete.

The day was a great success with students gaining some great experience in riding safely in their local area. It was also wonderful to see the support that was given by the local community (parent helpers and the local council).



County Women's Association Country Study

In Term 2 Year 5 students completed a country study on Botswana creating projects in booklets, games, dioramas or using multimedia. Students headed down to the Berry Country Women's Association to present their work to the members. This is the 33rd consecutive year that Year 5 students from Berry PS have been to the CWA and presented their work and shared their knowledge. The students demonstrated a thorough knowledge of their country and were able to answer the questions they were asked by the members. The ladies of the CWA selected many examples of the student's work across a variety of presentation styles and awarded students cash prizes. During term 4 interested students were also involved in a cooking competition run by the CWA. Students had the opportunity to make a cherry and walnut cake or lemon and poppy seed muffins. Cooking was judged by ladies of Berry CWA. All students produced beautiful cooking. Several students progressed to regional level.

Creative and Practical Arts

Berry Public School has an outstanding Creative and Practical Arts program underpinned by our "Paint Pot" which involves every student at the school.

Our school band completed its 4th year and, along with the Ensemble, continued to delight school audiences at many school events as they both grew in expertise and popularity.

The Ensemble continued to attract many of our younger students and gave them wonderful experiences with beat and rhythm. Both groups have been taught and guided by David Rooney, a teacher from the Wollongong Conservatorium of Music. Once again these groups have been well supported by parent volunteers.

Our Junior Choir, involving all students from Years 3 and 4, practised nine mass choir songs every week with Mrs Hill and Mrs Virtue throughout Terms 1, 2 and 3 to perform at the Shoalhaven Music Festival.

The Senior Choir, incorporating students from Years 5 and 6 were taught by Mrs Quinn and interested students participated in the Southern Illawarra Music Festival in Term 3.

Both choirs performed at many school and community events throughout the year and showcased the students' and teachers' commitment and dedication to this music program with spectacular individual school items.

In each stage, selected students were given an opportunity to participate in workshops hosted by the Wollongong Art Gallery.

Two Kindergarten students artworks were selected to be displayed in Operation Art in Sydney. Alicia Healey and Dayn Ritchie proudly received their large artworks framed to take home.

Our annual open day showcases the creative skills of our students and teachers in a full day of Music, Dance, Drama and Visual Arts displays.



Talent Quest

Our annual school Talent Quest showcased some amazing talent once again and proved to be a popular activity for many students from Kindergarten to Year 6. Organised by Mrs Virtue and Mrs Hill, students auditioned each Wednesday during Term 4 to be part of eight categories ranging from Singing to Dance to Comedy. Many students attended the weekly lunchtime performances to be part of the audience as well. Two Year 6 teams effectively ran this popular school event, culminating with finalists from each category participating in an all in one Grand Final extravaganza in the last week of term. The Talent Quest proved once again to be a wonderful opportunity and an exceptional display of Berry Public School's talented students.

Drama Club

During terms 3 and 4, 2014 Ms Davidson ran a Drama Club during lunch times 1 to 2 days a week for interested students numbering approximately 26 students. The group commenced the program with lots of fun activities where the children learnt to mix as a group, communicate in a variety of ways, project their voices and build upon their strengths. The children wanted to perform a play so Ms Davidson wrote "Berry's Got Talent" which was performed by the students in Term 4. The children rose to the occasion and did an excellent job as they entertained a whole school assembly. It is hoped that the Drama Club will continue in Term 2 and 3 2015.

Plant Propagation and Kitchen Garden.

In 2014 our students worked alongside our parents and a number of consultants to plan the expansion of our Plant Propagation and Kitchen Garden Program.

Throughout the year rotating groups of Year 3 students attended 'Plant Prop', a popular program that has been operating for more than 20 years. The Plant Propagation Program is co-ordinated by volunteer workers. Each week a small group of students participated in the following practical activities: seed propagation, plant division, potting seedlings on, general nursery maintenance and planting shrubs and trees on re-vegetation sites. The school motto "Growing in Knowledge" complements the school logo of a growing tree. The Plant Propagation Program is continuing to be a very practical way to reinforce this concept. This year we successfully gained a \$5000 Grant to enhance the program.

Public Speaking

All students participated in the annual public speaking competition which has proven to greatly develop the skills of students over many years. The winners of the school competition are invited to present at the Berry Rotary Club and receive an award.

Enrichment Workshops

Berry Public School provides extra curricula workshops annually in a range of areas.

In 2014 Poetry and Engineering for students to explore processes such as personal goal setting and the expansion of original ideas to attain these goals. These workshops were again held in 2014. Parents, families and friends were invited to observe the skills acquired and work produced in sharing sessions.

The Poetry workshop culminates in the creatively published "The Little Berry Poetry Book". This book enhances school and community enjoyment of the poems written. Furthermore, poems produced during this workshop are then submitted to the statewide prestigious Dorothea MacKellar Poetry competition, further showcasing the talent and creativity of students from Berry Public School.

The Engineering workshop produces innovative and original constructions fostering problem solving skills in children. Team model construction and scientific experimentation feature strongly in these workshops. The models are photographed and displayed to the school community.

Technology For Learning

We are continuously improving in terms of the integration of technology to enhance teaching and learning at Berry Public School. We are using a range of strategies including investing in infrastructure and ongoing professional learning to ensure our students develop technological skills. In 2014 our stage 3 teachers engaged in professional learning side by side with our students learning about innovative digital portfolios and online collaborative tools. A team of students have been selected to provide support and mentoring to their peers in 2015 as the online system is rolled out to all students in stage 3.



Sport and Physical Education

Berry Public school continued to offer opportunities for students to participate in a wide variety of sports throughout the year. 2014 was again a successful year with students participating in grade, school, district, regional, state and national sporting events. Once again a student from our school took out a major South Coast Sports award, with Mitchell Langford winning the Peter Dobson Trophy for most outstanding individual primary performance.

Senior students were involved in different NSW PSSA State Knockouts. Students were invited to play cricket, football and touch football. The girl's

football made it through to the fourth round before losing a close game.

Two rugby league teams, U12's and U10's, participated in the Wishart and McGregor Shields winning the district competitions. Both these teams also participated in the All School's Challenge.

Students participated actively in all three major Shoalhaven District PSSA Carnivals with students representing our school at Swimming, Athletics, and Cross Country. In the South Coast regional carnivals Berry was again represented strongly. Several students participated at the NSW State Swimming Carnival at Homebush, the NSW State Cross Country Championship at Eastern Creek and the NSW State Athletics Carnival at Homebush.

All students in Years 3 – 6 participated in organised sporting activities on a weekly basis. This also involved swimming when the Berry Pool was open in the warmer months. The Kindergarten, Year 1 and Year 2 sport and fitness program continued to operate successfully. In all grades an emphasis has been placed on the learning of basic skills needed to participate in minor and major games.

The whole school participated in the 'Jump Rope for Heart' fund raiser to raise awareness of the importance of fitness and nutrition as well as raising funds for research into heart disease. Live, life Well program has also been promoted across the whole school to highlight the importance of a healthy lifestyle.

School sports carnivals were again held at various venues in the Shoalhaven. The swimming at Bomaderry Pool, cross country at Willandra and the athletics carnival at Berry Showground. Our athletics carnival is a whole school carnival run as a tabloid event with all students actively involved.

Throughout the year development officers were involved with stage groups in many different sports. Skills and rules were taught for cricket, AFL, soccer, rugby league and oz tag.

Classes continue to take part in regular fitness times in our school playground to encourage exercise and healthy lifestyles. This is combined with our healthy 'Crunch and Sip' program.



Tennis lessons were again offered to all students at lunch time. Instructor Gary O'Connor instructed interested children over two lunch periods to improve their tennis skills.

Students from Stages 1 and 2 were involved in the two week 'Intensive Learn to Swim Program' lessons at the Berry Swimming Pool. Over the ten day period students improved their confidence in the water and developed their swimming skills. This has become an excellent stepping stone for the younger children to become more involved in school swimming and a greater participation in our annual swimming carnival.

A gymnastics program was taught by professional instructor Di Cunningham to all classes from Kindergarten to Year 4 over the whole school year. The program enabled children to develop the strength, skill and confidence to complete gym routines in a safe environment.

Years 5 and 6 have participated in an energetic dance program from Activated Group with a qualified dance teacher. This gives senior students the opportunity to build their self-esteem and confidence in the area of dance. The students participated enthusiastically each Wednesday, dancing many differing dance styles to modern, catchy music.

School planning and evaluation 2012–2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Focus groups,
- SWOT Analysis,
- Surveys Including: Focus On Learning Teacher Survey, the Tell Them From Me Student Survey.
- A detailed analysis of internal and external student academic performance data.

School planning 2012-2014:

School priority 1 - Literacy

Outcomes from 2012–2014

In NAPLAN, Year 3 and Year 5 Reading averages will be at or above 'state (all)'.

Year 5 growth in NAPLAN Reading and Writing will be at or above state average.

Evidence of achievement of outcomes in 2014:

- In reading the school achieved our target relating to Reading with the Year 3 and Year 5 reading age significantly above state average.
- 2014 Year 5 NAPLAN Average Reading Scores were above state average. School: 544, State: 497
- 2014 Year 3 NAPLAN Average Reading Scores were above state average. School: 464.2, State: 416.3
- 2014 Year 5 growth in NAPLAN Reading exceeded state average: School: 83.3, State: 78.8
- 2014 Year 5 growth in NAPLAN Writing did not state average: School 48.0, State 49.3. However the cohort performed above state average

Strategies to achieve these outcomes in 2014:

- Whole school participation in targeted Literacy and Numeracy activities identified to address areas of weakness.
- Participation in professional learning and use of strategies to enhance personalised learning including the Personalised Learning and Support Signposting Tool (PLASST) and the Nationally Consistent Collection of Data (NCCD) program.
- Stage 3 Book Club action research project.
- Stage 2 participation in the Accelerated Reading project.
- Enhanced internal data collection and analysis including Stage 1 participation in the L3 program.

School priority 2 - Numeracy

Outcomes from 2012–2014

Student averages in NAPLAN 'targeted'

weaknesses for Numeracy have a 10% growth.

In NAPLAN Numeracy, decrease the number of students at or below minimum standards to 3%.

Increase the number of students at the proficient level in Numeracy by 5%. (The % at proficiency shows achievement for the top 2 bands reported for NAPLAN testing. For example in Year 3 it is Bands 5 and 6.)

Evidence of achievement of outcomes in 2014:

- The school showed significant improvement in the targeted areas of Numeracy
- The number of students below at or minimum standard was below 3%
- The number of students achieving proficiency in Numeracy in Year 3 and Year 5 rose from 40.5% in 2011 to 48% in 2014.
- 2014 Year 5 NAPLAN Average Numeracy Scores were above state average. School: 507.4, State: 488.5
- 2014 Year 3 NAPLAN Average Numeracy Scores were above state average: School: 435.3, State: 401.6

Strategies to achieve these outcomes in 2014:

- Increased Learning and Support Teacher time to assist personalised learning and differentiation of Mathematics curriculum.
- Mathematics groups for Stage 2 and 3.
- Enhanced use of electronic programs such as 'Mathletics' and 'Maths Online' to support curriculum delivery.

School priority 3 - Technology**Outcomes from 2012–2014**

All students personally use ICT more than one hour per week to meet curriculum outcomes.

90% of students can effectively use stage identified ICT skills to complete a task.

Evidence of achievement of outcomes in 2014:

- All classes scheduled into computer rooms and using mobile labs and iPads to achieve curriculum outcomes.
- Increased attainment of student awards on online curriculum programs such as Reading Eggs, Accelerated Reader and Mathletics.
- All students using technology to complete assessment tasks.

Strategies to achieve these outcomes in 2014:

The school continued to invest in enhancing the ICT infrastructure to enhance the integration of technology including:

- The installation of a wireless infrastructure in strategic areas;
- The replacement of interactive whiteboards;
- The purchase of a 15 station laptop lab for stage 3
- The purchase of a 10 station iPad lab.

The school invested in school based and external professional learning activities for all staff to enhance the integration of technology.

The Stage 3 teachers worked on an educational technology consultant on an action research project to develop student learning portfolios.

The school provided opportunities for parents and teachers to work with police liaison officers on cyber safety training.

Increased teacher professional learning opportunities dedicated to the effective integration of technology to enhance learning.

The continuation of the CPT program with Librarian Di Hill to explicitly teach technology skills and share teaching expertise through team teaching.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school self-evaluation team collated and analysed a wide range of data collected reflecting the opinions of parents, students and teachers about the school. The data included the Tell Them From Me and Survey and the Focus On Learning Survey.

The analysis ascertained satisfaction levels and identifies areas for development.

Their responses have been aggregated and the top issues are outlined below:

The strengths:

The achievement of the students across a broad range of academic, cultural and sporting endeavours.

The professionalism, dedication and commitment of teachers.

The positive school culture combined with the support of the community, and partnerships between the school and wider community.

- The parent support, participation and involvement in school programs.
- The student attitudes, participation and engagement in opportunities.

Areas for development:

- The effective integration of technology was identified as an area for development due to the rapid rate of change and increasing availability of applications to enhance personalised learning. Particularly identified

was access to technology and time for teacher professional learning.

- Student wellbeing programs, systems for monitoring student wellbeing and communicating expectations to the wider community.
- Australian Curriculum implementation and the need to modify teaching practices to meet the personalised learning needs of all students to maximise learning outcomes.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015. The Berry Public School Strategic Plan is the result of extensive consultation with our school community over a 3 year period. Consultation methods included: Focus groups, SWOT Analysis, Focus On Learning Teacher Survey, the Tell Them From Me Student Survey and a detailed analysis of internal and external student performance data.

In 2014 a school self-evaluation team, comprising of staff members from each stage and executive staff, completed a detailed analysis of school data to develop the strategic priority areas evident in this plan.

Our plan is underpinned by the goals of the Melbourne Declaration (December 2008) and research into evidenced based practices to improve student performance. The plan links directly to the School Excellence Framework and the Public Schools NSW Strategic Directions 2015-2017.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Bob Willetts - Principal

Dean Haddon - Assistant Principal

Stacey Davidson- Assistant Principal (Rel.)

Sue McAuliffe - Teacher

Sue McIntosh - Learning and Support Teacher

Neomi Barrett – Teacher

Martin Aicken - P&C President

School contact information

Berry Public School

1 Clarence St Berry NSW 2533

Ph: 02 44641158

Fax: 02 44641664

Email: berry-p.school@det.nsw.edu.au

Web: berrypublicschool.com.au

School Code: 1211

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>